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ABSTRACT

This report examines the effectiveness in 1979-80 of a Title VII bilingual (Spanish-English) demonstration project carried out for third and/or fourth graders in four public and two private schools in Dallas, Texas. Included are a list of evaluation questions and description of results. Information is provided on the ethnic characteristics of participating students, characteristics of students and project instructional staff, the attitudes of parents and teachers toward the program, student achievement gains as measured by Test of General Ability, bilingual computer-assisted instruction for third grade students, and the effectiveness of management activities classroom instruction. Also reported are personnel distribution among participating schools, topics and attendance record for project workshops, and topics and schedule of parent advisory committee meetings. (JCD)

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EVALUATION OF THE 1979-80 TITLE VII BILINGUAL DEMONSTRATION PROJECT

T780-309-31-09

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September 1980

Evaluation of the 1979-80 Title VII Bilingual Demonstration Project

Evaluators: Joseph Gonzales and Stephen W. Hebbler

Objectives of the Program: During the 1979-80 school year the Title-VII Bilingual Demonstration Project (BDP) was in its fourth year of implementation in the Dallas Independent School District (DISD). The five components of the project were: instruction, administration, parent involvement, staff training, and evaluation. There were four public and two non-public schools participating in the project. The public schools were Gabe P. Allen, L. L. Hotchkiss, Sidney Lanier, and Preston Hollow. The two non-public schools participating in the project were Our Lady of Perpetual Help (OLPH) and St. Cecelia.

Objectives of the bilingual demonstration program included the following:

- increasing the level of academic achievement of participating limited-English-proficiency students
- providing professional growth experiences for project staff
- involving parents of participating students in the educational process
- developing and design testing a set of curriculum materials for use in computer-assisted instruction for third-grade students

Purpose of the Evaluation: The evaluation of the Title-VII Bilingual Demonstration Project was to provide a meaningful assessment of the overall project and its individual components for the purpose of informed decision making.

Sample: Students who were of limited English proficiency (LEP) and/or low income were eligible to participate in the program. There were target and non-target students participating in the program. Target students were those students who had participated in the BDP since first grade. Non-target students were those students who were being served by the program but had not been involved before the 1979-80 school year. Table 1 shows the number of target and non-target students at each school.

Instructional components were provided for students in four third-grade classrooms at Gabe P. Allen using Region One Curriculum (ROC), Region One Literacy Lessons (ROLL), Bilingual Oral Language and Reading (BOLAR), Laidlaw and Palo Alto materials, plus computer-assisted instruction.

Table 1

Students Participating in the BDP

Participating Schools (Grades)	Approx. No. Served Fall 1979	
	Target	Non-Target
Gabe P. Allen (3)	90	90
Sidney Lanier (4)	16	14
L. L. Hotchkiss (4)	20	70
Preston Hollow (4)	26	64
Our Lady of Perpetual Help (4)	17	0
St. Cecelia (4)	10	0
Total	179	238

Fourth-grade students at L. L. Hotchkiss and Preston Hollow utilized Laidlaw and Palo Alto materials in their instructional program. A parent awareness component was implemented with the parents of these fourth-grade students. Fourth-grade students at Sidney Lanier used Laidlaw and Palo Alto materials. Fourth-grade students at St. Cecelia used BOLAR and Our Lady of Perpetual Help used ROLL.

Evaluation Design: Students involved in the program were pretested during the first week of October using the Inter-American Series Tests of General Ability (Level 2) in either English or Spanish (that test was specified in the BDP proposal). Teachers decided which language was most appropriate for each student. Tests were administered by the bilingual resource teachers, project directors, and facilitators. Posttests were administered in mid-April. Observation of the testing was conducted by the evaluation staff and no irregularities were observed. Classroom and CAI observations were conducted throughout the year and teacher workshops were attended by the evaluation staff. In addition, questionnaires were distributed to teachers and staff members to obtain information about the project.

Major Evaluation Questions and Results

1. What were the demographic characteristics of the schools in which the program was implemented?

   Three of the DISD schools—Gabe P. Allen, L. L. Hotchkiss, and Preston Hollow—are located in the Northwest Subdistrict and Sidney Lanier is located in the Southwest Subdistrict. All but one of the schools (Preston Hollow) have a predominantly Hispanic enrollment. The ethnic distribution in the BDP public schools is presented in Table 2.

Table 2

Ethnic Distribution of
Title-VII BDP Schools

School	White %	Black %	Hispanic %	Other %
Gabe P. Allen	4.8	3.8	89.4	2.1
L. L. Hotchkiss	21.7	15.8	60.0	2.5
Sidney Lanier	17.9	14.1	66.5	1.5
Preston Hollow	40.2	25.3	33.3	1.2

2. What were the characteristics of the project instructional personnel?

   Teachers for the Title-VII project were all certified for bilingual education. Most teacher aides were involved in college coursework at El Centro College in Dallas. Project staff are listed in Table 3 by position and school.

3. What were the characteristics of the students in the Bilingual Demonstration Project?

   Students participating in the project were of limited English proficiency and/or low income. Target students were those students who had been in the program since it was first begun.

4. Were the activities in the management plan completed as specified?

   During the 1979-80 school year the evaluation staff documented completion of activities by conducting classroom observations, attending workshops and parent advisory meetings, and gathering information via staff questionnaires. The evaluation staff also held informal talks with teachers, resource teachers, and principals to further document activities conducted by project personnel.

   A total of 15 workshops was provided by BDP staff to Title-VII teachers and aides. Table 4 provides information about each of the workshops.

   Observations of workshops by the evaluator indicated that the staff development activities were conducted at a professional level and provided teachers with useful and timely information. Workshop evaluation questionnaires distributed after each workshop indicated that the participants felt that the workshops were organized, effective, and useful.

Table 3

Personnel Distribution for
Title-VII BDP

Position	Number	Location
Resource Teacher	4	Preston Hollow Our Lady of Perpetual Help Hotchkiss Gabe P. Allen
Parental Education Specialist	2	Preston Hollow Hotchkiss
Community Aide	1	Hotchkiss
Teacher Aide	10	Hotchkiss (2) Preston Hollow (2) Gabe P. Allen (5) Our Lady of Perpetual Help (1)
Facilitator	1	Administration Building
Administrative Clerk	1	Administration Building

Table 4

Title-VII Bilingual Demonstration
Project Workshops

Workshop Topic	Date	Location	Number of Hours	Number Attending
Laidlaw Reading Series	10/10/79	G. P. Allen	2	19
English as a Second Language (ESL)	10/18/79	Preston Hollow	2	20
Bolar Reading Series	10/25/79	G. P. Allen	2	4
Palo Alto	10/30/79	Preston Hollow	2	12
Games to Reinforce Language Arts Skills	11/14/79	G. P. Allen	4	22
Meeting the Needs of the LEP Student	12/1/79	Skyline	4	16
Meeting the Needs of the LEP Student	1/19/80	Skyline	4	13
Spanish Language Arts	2/25/80	Hotchkiss	3	4
ESL	2/27/80	Preston Hollow	4	10
Dances for Cinco De Mayo Fiesta	3/3/80	Hotchkiss	3	8
Multicultural Effectiveness	3/13/80	S. Lanier	3	12
Skills Boxes and Take Sessions	3/20/80	G. P. Allen	3	9
Multicultural Effectiveness	3/24/80	S. Lanier	3	6
Make and Take Sessions	3/27/80	S. Lanier	3	12
Multicultural Effectiveness	3/28/80	S. Lanier	4	11

Title-VII staff members developed and crganized a Parent Advisory Committee meeting in October for the 1979-80 school year. The committee proceeded to develop a Plan of Action for the school year. The objectives of the committee were to conduct regular meetings, encourage parental involvement, create effective parent-teacher communication and acquaint parents with methods of instruction for their children. Table 5 provides information concerning the parental meetings.

Table 5

Parent Advisory Committee Meetings

Date	Time (PM)	Place	Topics
10/30/79	7:30-9:00	William B. Travis	Advisory Committee Plan Meeting
11/27/79	7:30-9:00	Sidney Lanier	Importance of Parental Involvement
12/10/79	7:30-9:00	Gabe P. Allen	Parents as Leaders
1/7/80	7:30-9:00	William B. Travis	Parent-Teacher Communications
2/4/80	7:30-9:00	James Fannin	Maximum Parent Involvement in Schools
3/25/80	7:30-9:00	St. Cecelia	Parent Involvement
4/29/80	7:30-8:30	James Fannin	Benefits of Parental Involvement
5/27/80	7:30-8:30	OLPH	Helping Your Child's Learning Growth in the Summer

5. Was the instruction implemented as specified?

   A total of 60 classroom observations was made in the DISD and parochial schools. In all but a few cases, the teachers observed seemed to be knowledgeable about the project and were able to carry out the instruction of students as designed. As observed, the materials were implemented as specified.

6. What was the subjective assessment of each program by parents of the participants?

   Parents of Title-VII students became involved not only in the Parent Advisory Committee but also in several other activities. Fourteen parents attended the Parental Involvement Conference in Austin, Texas, on January 31 and February 1, 1980. Twenty-one parents participated in the Regional Bilingual Conference held at the Northpark Inn in Dallas on March 7-8, 1980.

   Observations by the evaluation staff and informal talks with parents who had attended meetings and conferences indicated that they were pleased with what the program was doing for their children.

7. What were the subjective assessments of each program component and its materials by teachers in the project?

   Questionnaires were sent to the teachers involved in the Title-VII program in May 1980. All teachers indicated that they had received the curriculum materials for the program assigned to their schools (ROC/ROLL/BOLAR/Palo Alto, Laidlaw). A majority of the teachers had an adequate supply of curriculum materials. Some teachers said that they lacked teacher guides for Laidlaw and that a slight shortage in books occurred at the beginning of the school year.

   A few of the teachers said they were not sure that the program materials correlated well with the DISD Baseline curriculum. However, they were pleased with the overall attempt made to correlate with the Baseline.

8. What gains were exhibited by BDP students in oral vocabulary as measured by the Inter-American Series Test of General Ability?

   A total of 134 BDP target students had both pre- and posttests. The pretest to posttest gains are presented in Table 6. The overall average gain in oral vocabulary was 2.4 raw score points. However, large variations existed from school to school with gains ranging from .7 to 4.6 points.

Table 6

Raw Scores for BDP Target Students on the Oral Vocabulary Test, Inter-American Series

School	N	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Gain Mean	Gain S.D.
Allen	68	17.93	2.86	20.47	4.09	2.54	4.12
Hotchkiss	12	18.67	3.06	19.33	3.50	0.67	3.44
Lanier	15	18.60	2.95	19.13	2.77	0.53	2.62
Preston Hollow	20	21.00	2.96	23.45	3.02	2.45	2.95
Non-Public	19	20.77	3.12	23.06	4.83	4.56	6.61
Total	134	18.74	3.06	21.15	4.08	2.41	3.96

Note: The Oral Vocabulary Test contains 30 items.

9. Did BDP students participating under each of the program instructional methods meet the achievement gains specified in the project proposal?

The proposal required the use of the Inter-American Series Test of General Ability and called for 60% of the students to make a 20 percentile point gain (pre-to-post) and the remaining 40% to gain at least 10 percentile points. Since the Test of General Ability is not normed, and since the objectives (in percentile change) would have been extremely optimistic had norms been available, student progress was examined using raw score gain expressed as a percentage of pretest raw score. The results are presented in Table 7. Approximately 40% of the BDP target students gained at least 20% of their pretest score while an additional 19% gained between 10% and 19% of their pretest score.

Table 7

Percentages of Target Students Falling in Various Achievement Gain Categories[a]

School	N	% Gaining 20% or More of Pretest Score	% Gaining 10%-19% of Pretest Score	% Gaining Less than 10% of Pretest Score
Allen	68	44.1	19.1	36.8
Hotchkiss	12	8.3	16.7	75.0
Lanier	15	26.7	13.3	60.0
Preston Hollow	20	25.0	30.0	45.0
Non-Public	19	76.5	11.7	11.8
Total	134	39.6	18.6	41.8

[a]See text. Gains are stated in percent of pretest score, for example [(post - pre) ÷ pre] x 100.

10. What was the extent of bilingual CAI curriculum development during the 1979-80 school year?

The Computer-Assisted Instruction (CAI) curriculum at Gabe P. Allen Elementary was being tested with approximately 90 third-grade students. Observations by the evaluator indicated that the project was running smoothly. Students who participated in the project were able to operate the equipment properly and with little assistance. The project staff developed curriculum materials and revised the previously developed curriculum. Although the CAI project was not scheduled to end until August, the following tasks had been completed as of June 5, 1980:

Curriculum Written

20 Lessons for Spanish BOLAR
32 Lessons for English BOLAR
8 Lessons for Spanish ROLL
27 Lessons for English ROLL

Curriculum Programmed to Run on Computer

43 Lessons in Spanish BOLAR
29 Lessons in English BOLAR
13 Lessons in Spanish ROLL
14 Lessons in English ROLL

Curriculum Design Tested

40 Lessons in Spanish BOLAR
53 Lessons in English BOLAR
24 Lessons in Spanish ROLL
25 Lessons in English ROLL

Curriculum Revised

9 Lessons in Spanish BOLAR
11 Lessons in English BOLAR
1 Lesson in Spanish ROLL
4 Lessons in English ROLL

Objectives for both the ROLL and BOLAR Management Systems had been completed. The following had been written:

26 Spanish BOLAR Assessment
29 English BOLAR Assessment
9 Spanish ROLL Assessment
9 English ROLL Assessment

The following had been programmed:

15 Spanish BOLAR Assessment
0 English BOLAR Assessment
0 Spanish ROLL Assessment
0 English ROLL Assessment

Additional Information:

Scott, A., Lazo, A. Evaluation of the Title-VII Bilingual Education Model Demonstration Project, 1978-79 (T779-320-11-09). Dallas, Texas: Dallas Independent School District, Department of Research and Evaluation, August 1979.